

GE3209: MANAGING NEW GLOBAL CHALLENGES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Managing New Global Challenges

Subject Code

GE - Gateway Education

Course Number

3209

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

PIA4151 Managing New Global Challenges,
PIA3151 Managing New Global Challenges

Exclusive Courses

This course is not for students majored in Asian and International Studies (ASIS) or International Relations and Global Affairs (IRGA)

Part II Course Details

Abstract

This course exposes students to in-depth, critical discussions of a series of issues that present great challenges to human societies in the age of globalization. Drawing on cutting-edge research by scholars in multiple disciplines in social sciences and humanities, this course acquaints students with analytical concepts and qualitative approaches to participate in the debates on these issues. These issues are grouped under four themes: 1) uneven development and poverty; 2) care work and population; 3) science, technology, and society; and 4) climate change and Anthropocene. Weekly class lecture and discussion covers a specific topic such as slums and gentrification, urban sanitation, family change, platform economy, medicalization of birth and death, human and nature, and human-animal relations. While these issues are discussed separately, they are also interrelated. Discussions draw on empirical case studies in local settings, but to comprehend the depth of the issues requires a global perspective and an interdisciplinary approach.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Be exposed to key analytical concepts in designated themes in social sciences and humanities;	25	x	x	
2	Be acquainted with qualitative research approaches in social sciences and humanities;	25	x	x	
3	Develop skills to identify problems and analyze social phenomena critically and independently;	20	x	x	x
4	Develop skills to do teamwork;	15	x	x	x
5	Apply the above-mentioned concepts, research methods, and other skills to specific case studies of particular social phenomena.	15	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Expose students to debates regarding specific issues; develop skills in reading and thinking in a critical manner.	1, 2, 3, 5	

2	Lectures	Introduce and explain concepts, theories, histories, and debates through use of diverse pedagogical strategies.	1, 2, 3, 5	
3	Discussions	Provide students with opportunities to synthesize readings, raise questions, communicate with others, and debate in a critical yet respectful manner.	1, 2, 3, 5	
4	Group Projects	An exercise for students to work as a team together, to identify a social phenomenon of shared interests under the designated themes, draw on readings and lectures, conduct research, and make logical arguments.	1, 2, 3, 4, 5	
5	Final take-home examination	An exercise for students to synthesize and reflect upon materials and debates learned in the course.	1, 2, 3, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class discussion	1, 2, 3, 5	15	-	Yes
2	Discussion on the course website	1, 2, 3, 5	15	-	Yes
3	Group Projects	1, 2, 3, 4, 5	40	-	No
4	Final take-home examination	1, 2, 3, 5	30	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. In-class discussions

Criterion

1.1 Familiarity with readings and relevant concepts

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Limited

Failure (F)

Not even reaching marginal levels

Assessment Task

1. In-class discussions

Criterion

1.2 Participation in discussion and other learning activities.

Excellent (A+, A, A-)

Active and engaging

Good (B+, B, B-)

Significant participation

Fair (C+, C, C-)

Moderate level of participation

Marginal (D)

Occasional participation

Failure (F)

No participation

Assessment Task

2. Discussion on the course website

Criterion

2.1 Familiarity with readings and relevant concepts

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Limited

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Discussion on the course website

Criterion

2.2 Participation in discussion and other learning activities.

Excellent (A+, A, A-)

Active and engaging

Good (B+, B, B-)

Significant participation

Fair (C+, C, C-)

Moderate level of participation

Marginal (D)

Occasional participation

Failure (F)

No participation

Assessment Task

3. Group Projects

Criterion

3.1 Utilize analytical concepts in readings and lectures to ask questions about social phenomena in our daily lives;

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Projects

Criterion

3.2 Identify and synthesize relevant studies of the chosen social phenomena;

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Projects

Criterion

3.3 Ability to design a qualitative research plan and carry out research;

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Projects

Criterion

3.4 Ability to analyze empirical data and make a logical argument.

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Final take-home examination

Criterion

4.1 Summarize materials and debates learned in the course;

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Final take-home examination

Criterion

4.2 Evaluate and reflect upon arguments.

Excellent (A+, A, A-)

Excellent

Good (B+, B, B-)

Good

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Globalization; challenges; uneven development; poverty; care work; population; science, technology, and society; climate change; Anthropocene; global perspective; social sciences and humanities; interdisciplinary approach.

Reading List

Compulsory Readings

Title	
1	Bourgeois, Philippe. 2002. "Understanding Inner-City Poverty: Resistance and Self-Destruction under U.S. Apartheid." In <i>Exotic No More: Anthropology at the Frontline</i> , edited by Jeremy MacClancy, 15. Chicago: University of Chicago Press.
2	Hass, Benjamin. 2017. "My Week in Lucky House: The horror of Hong Kong's coffin homes." <i>The Guardian</i> (August 29)
3	Fraser, Nancy. 2016. "Contradictions of Capital and Care." <i>New Left Review</i> 100 (July/August): 99-117.
4	Ochiai, Emiko. 2014. "Care Diamonds and Welfare Regimes in East and Southeast Asian Societies." In <i>Transformation of the Intimate and the Public in Asian Modernity</i> , edited by Emiko Ochiai and Leo Aoi Hosoya, 166-189. Leiden: Brill.
5	Folbre, Nancy. 2018. <i>Developing Care: Recent Research on the Care Economy and Economic Development</i> . International Development Research Centre.
6	Inhorn, Marcia C. 2021. "The Egg Freezing Revolution?: Gender, Education, and Reproductive Waithood in the United States." In <i>Waithood: Gender, Education, and Global Delays in Marriage and Childbearing</i> , edited by Marcia C. Inhorn and Nancy Joan Smith-Hefner, 362-390. New York: Berghahn.
7	McFarlane, Colin, Renu Desai, and Steve Graham. 2014. "Informal Urban Sanitation: Everyday Life, Poverty, and Comparison." <i>Annals of the Association of American Geographers</i> 104 (5): 989-1011.
8	Rosenblat, Alex. 2018. <i>Uberland: How Algorithms Are Rewriting the Rules of Work</i> . Oakland, CA: University of California Press (Selected pages)
9	Morozov, Evgeny. 2013. <i>To Save Everything, Click here: The Folly of Technological Solutionism</i> . London: Penguin Books Ltd (Selected pages).
10	#i#ek, Slavoj. 2014. "Fat-free chocolate and absolutely no smoking: why our guilt about consumption is all-consuming," <i>The Guardian</i> , May 21. https://www.theguardian.com/artanddesign/2014/may/21/prix-pictet-photography-prize-consumption-slavoj-zizek
11	Descola, Philippe. 2013. <i>Beyond Nature and Culture</i> . Translated by Janet Lloyd. Chicago; London: The University of Chicago Press (Selected pages).

Additional Readings

Title	
1	Escobar, Arturo. 2012 [1995]. <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, NJ: Princeton University Press (selected pages)
2	Roy, Ananya, Genevieve Negrón-Gonzales, Kweku Opoku-Agyemang, and Clare Vineeta Talwalker, eds. 2016. <i>Encountering Poverty: Thinking and Acting in an Unequal World</i> . Oakland, CA: University of California Press (selected pages).
3	Smith, Neil. 2002. "New Globalism, New Urbanism: Gentrification as Global Urban Strategy." <i>Antipode</i> 34 (3): 427-450.
4	Roy, Ananya. 2005. "Urban Informality." <i>Journal of the American Planning Association</i> 71 (2): 147-158.
5	Santos, Gonçalo, and Suzanne Gottschang. 2020. "Rethinking Reproductive Technologies and Modernities in Time and Space." <i>Technology and Culture</i> 61 (2): 549-558.
6	Anand, Nikhil. 2017. <i>Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai</i> . Durham: Duke University Press.
7	Desai, Renu, Colin McFarlane, and Stephen Graham. 2015. "The Politics of Open Defecation: Informality, Body, and Infrastructure in Mumbai." <i>Antipode</i> 47 (1):98-120.

8	Ling, Minhua. 2021. "Container housing: Formal informality and deterritorialised home-making amid bulldozer urbanism in Shanghai." <i>Urban Studies</i> 58 (6): 1141-1157.
9	Escobar, Arturo, Eeva Berglund, Peter Brosius, David A. Cleveland, Jonathan D. Hill, Dorothy L. Hodgson, Enrique Leff, Kay Milton, Dianne E. Rocheleau, and Susan C. Stonich. 1999. "After Nature: Steps to an Antiessentialist Political Ecology [and Comments and Replies]." <i>Current Anthropology</i> 40 (1): 1-30.
10	Greenough, Paul R., and Anna L. Tsing, eds. 2003. <i>Nature in the Global South: environmental Projects in South and Southeast Asia</i> . Durham: Duke University Press (Selected pages).

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

1, 2, 3, 5

PILO 4: Interpret information and numerical data

1, 2, 3, 5

PILO 5: Produce structured, well-organised and fluent text

3, 4, 5

PILO 6: Demonstrate effective oral communication skills

3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4, 5

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Group projects